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ABSTRACT

A statewide assessment of vocational guidance and counseling programs was conducted in Texas. The status, role, and function of vocational guidance and counseling personnel were assessed and a handbook of appropriate professional guidance and counseling information was developed on the basis of the survey data. The vocational administrators indicated that there is a need for improvement in areas of administering vocational guidance services, whereas the vocational counselors generally perceived conditions as being close to what should be with a few significant exceptions in such areas as the lack of adequate clerical support staff and the lack of clear and measurable objectives for vocational guidance in some districts. The two weaknesses mentioned most frequently in the area of occupational investigation were the areas of providing students with observation experiences and establishing and maintaining working relationships with local business and industry to promote beneficial field experiences for students. A significant number of the job placement coordinators felt that more interviews should be conducted with potential dropouts for placement purposes. The great majority of students surveyed had positive feelings about the vocational guidance and counseling services provided. (This report includes summaries of the surveys administered to the six groups of practitioners along with copies of the survey instruments and tabulations of their results.) (MN)

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Final Report
Assessment of Vocational Guidance and Counseling Programs

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Sponsored Cooperatively by
Research Coordinating Unit
Department of Occupational
Education and Technology
and
Division of Occupational and Vocational Education
North Texas State University

June 17, 1985

The project reported herein was performed through a contract with the Texas Education Agency under the provisions of the Vocational Education Amendments of 1976 (Public Law 94-482). Contractees undertaking such projects are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Texas Education Agency position or policy.

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TABLE OF CONTENTS

		Pages
I.	MAJOR ACTIVITIES AND ACCOMPLISHMENTS	1-4
II.	RESULTS OF THE PROJECT	5
III.	UTILIZATION OF RESULTS	5-6
IV.	STATEWIDE ASSESSMENT	7
V.	CONCLUSIONS AND RECOMMENDATIONS	67-68
VI.	APPENDIX	69-70

Final Report

Project #74921

Assessment of Vocational Guidance

and Counseling Programs

MAJOR ACTIVITIES AND ACCOMPLISHMENTS

Period Covered: July 1, 1984 to June 30, 1985

Project Title: Assessment of Vocational Guidance and Counseling Programs

Purpose: The purpose of this project is to assess vocational guidance and counseling programs in Texas in terms of role and function of vocational guidance and counseling personnel.

Objectives: The objectives of the project are:

1. To assess the status, role, and function of vocational guidance and counseling personnel in Texas;

2. To develop a handbook of appropriate professional vocational guidance and counseling information and practices which could serve as a model for vocational guidance and counseling personnel.

Tasks and activities as set forth in guidelines of the grant application have been accomplished. Following is a report of the sequence of events and activities which have resulted in completion of the project and resulted in submission of the handbook, "Assessment of Vocational Guidance and Counseling Programs,"

Task I

Establish and use a Project Advisory Committee.

The Project Advisory Committee was established during preparation and submission of the proposal for the project. The intital meeting of the committee was July 29, 1984, in Austin, Texas. The committee met on October 15, 1984, for the purpose of reviewing and revising the survey instruments which had been developed. The third and final meeting of the Project Advisory Committee occurred on May 10, 1985, in Austin, Texas, for the purpose of review and revision of the handbook.

Task II

Conduct a review of the literature.

This task was partially accomplished in preparation of the grant application. It continued throughout the major part of the period of development of the project, during development of survey instruments, and extensively during the period of composing the guide, as evidenced by the bibliography.

Task III

Determine Sub-populations and Sample Sizes.

It was determined to survey 2,170 vocational guidance and counseling personnel and students in the following categories and quantities in order to obtain sufficient quantity of data from throughout the state. Surveys were distributed to 295 vocational administrators, 495 vocational counselors, 331 occupational investigation instructors, 53 occupational exploration instructors, 38 job placement coordinators, and 958 vocational education students. These numbers included vocational guidance personnel and students form every school district in the state.

Task IV

Develop assessment instruments.

On September 10, 1984, the project administrator, Pat McLeod, hired Marilyn McHam, to develop the survey instruments and conduct the research study. The instruments were developed from the needs assessment data and presented for Project Advisory Committee review and revision on October 15, 1984. After recommended revisions were made, six survey instruments were submitted for approval to Mr. Arnie Balboa, of Texas Education Agency on October 31, 1984, in Austin, Texas.

Task V

Conduct Assessment.

After final approval was obtained from the contact person at Texas Education Agency, survey instruments were printed and distributed to vocational guidance and counseling personnel and students in 295 school districts. These instruments were mailed during the latter part of November. Each survey instrument for personnel was accompanied by a letter from Dr. Paul W. Lindsey, Associate Commissioner for Occupational Education and Technology for the State of Texas and a letter from Dr. Pat McLeod, Project Administrator.

Task VI

Conduct Computer Analysis of Responses.

Survey instruments were returned at a rapid and consistent rate during the period of mid-January to mid-February. A follow-up communication was sent in early February to solicit responses from districts from whom responses were not forthcoming.

Because of a continued delay in receipt of responses from Houston Independent School District, delivery of survey instruments for computer analysis was postponed until the final week in March. After another attempt was made to solicit returns from Houston, documents were prepared for computer analysis by keypunch operators and sent for processing.

The rate of return of usable surveys delivered for processing is as indicated below.

	Surveys Mailed OUT	Usable Surveys Returned	Usable Survey Percentages
Vocational Administrators	295	194	65%
Vocational Counselor	495	329	66%
Occup. Investigation	331	164	49%
Occup. Exploration	53	27	51%
Job Placement	38	27	71%
Student Survey	958	614	64%
Districts	295	221	75%

Task VII

Prepare Handbook.

Preparation of the handbook has been an ongoing activity throughout the project due to the fact that creation of the handbook and implementation of various activities was primarily the responsibility of a single individual working under supervision and with assistance of the project administrator. This was necessary in order that tasks and objectives could be carried out within the stated time frame.

Task VIII

Evaluate Project.

Evaluation of the project has been an ongoing process throughout development and implementation of tasks and objectives. The submission of materials to the Project Advisory Committee and to officers at Texas Education Agency for review and revision were evaluation of the products of the project.

Task IX

Coordination of the Project with Other Organizations and Institutions.

Research and development activities for this project have been coordinated throughout the period of the project with other organizations and institutions, primarily through utilization of the Project Advisory Committee. This group is representative of a variety of organizations and institutions.

After acceptance and publication of the final product of the grant, "Assessment of Vocational Guidance and Counseling Programs," distribution will be made to public schools, colleges, and universities throughout the state. Administrators and vocational guidance and counseling personnel will be able to use the book as a guide for minimum standards on secondary campuses. Universities and college vocational education departments will be able to utilize the book as guidelines for an instructional program for training vocational guidance and counseling personnel.

Task X

Prepare and Submit Reports.

A meeting was called in Austin on May 10, 1985, of the Project Advisory Committee for the purpose of reviewing and revising the draft of the guide. A report of the meeting is attached. After recommended revisions were completed in the guide, the final draft was prepared for review by Dr. Pat McLeod, Project Administrator, and Mr. Arnulfo Balboa, Project Officer, Texas Education Agency. This final review occurred on June 12, 1985.

During the week of June 17, 1985, the final report was completed and all materials were sent to the print shop for duplication before submission to Texas Education Agency.

RESULTS OF THE PROJECT

The results of the project include the following:

1. The status of vocational guidance and counseling services in the secondary schools of Texas has been determined on the issues addressed.

2. Significant needs for improvement are apparent from data obtained by the surveys.

3. Current and accurate information will be available for use by decision and policy makers for improvement of vocational guidance and counseling services at the local level.

4. A handbook of appropriate professional vocational guidance and counseling practices has been developed. The handbook may serve as a model for planning, conducting and evaluating vocational guidance and counseling programs in the Texas public schools.

UTILIZATION OF RESULTS

Immediate and long term benefits include:

1. The assessment will provide necessary data for the planning and implementation of state level leadership and technical assistance. The ultimate benefit will be improved vocational guidance services at the local level, therefore making a significant contribution to achieving improved standards in education.

2. Local schools, by the use of the guidance handbook developed by the project, can improve vocational services and be more capable of achieving specific recommended goals.

3. The handbook will be available to local schools as a guide for developing standards for vocational guidance and counseling services. Without standards which have been developed from recent assessments, neither qualitative or quantitative evaluations (including accreditation) will be of substantive or documented value.

4. The identified professional improvement needs of vocational guidance personnel can be used by vocational teacher education institutions for improvement of their certification programs. The same data can be used in planning and conducting in-service programs at the local, regional, and state levels.

5. It is anticipated that the findings of the project will be used by the decision and policy makers at the state level in the revision of "Program Standards" for use in conducting qualitative evaluations (vocational evaluation and accreditation).

6. Findings of the project can be used by staff of the Texas Education Agency regional offices, and local schools for planning purposes to improve and maintain quality programs of vocational guidance and counseling services.

STATEWIDE ASSESSMENT

SUMMARY OF SURVEYS

I. Summary of Data 9

II. Vocational Administrators 10-11

III. Vocational Counselors 12

IV. Occupational Investigation 13-14

V. Occupational Exploration 15-16

VI. Job Placement Coordinator 17

VII. Student Survey 18

SURVEYS AND TABULATED RESULTS

I. Administrator of Vocational Guidance Services 19-24

II. Vocational Counselor Survey 25-42

III. Occupational Investigation 43-48

IV. Occupational Exploration 49-54

V. Job Placement Coordinator 55-62

VI. Student Survey 63-66

STATEWIDE ASSESSMENT

On the following pages is a summary of results of the statewide assessment conducted starting December, 1984 and continuing through March, 1985. Surveys were mailed to six groups to assess vocational guidance and counseling programs in Texas. Specific purposes of the surveys were to determine conditions and practices as personnel perceive them to exist and to determine what personnel feel would be ideal practices and conditions of vocational guidance and counseling programs.

Surveys were distributed to vocational administrators, vocational counselors, occupational investigation instructors, occupational exploration instructors, job placement personnel, and vocational students. Listed below is a tabulation of numbers of survey instruments distributed to each group of subjects and the number and percentage of usable returns.

TABLE II

	Surveys Mailed Out	Usable Surveys Returned	Usable Survey Percentages
Vocational Administrator	295	194	65%
Vocational Counselor	495	329	66%
Occup. Investigation	331	164	49%
Occup. Exploration	53	37	51%
Job Placement	38	27	71%
Student Survey	958	614	64%
Districts	295	221	75%

SUMMARY OF DATA

A summary of significant results is presented for each of six groups surveyed. For an item analysis, please refer to surveys in Appendix I-VI in which frequency and percent of responses for individual items on six surveys are tabulated.

In the interest of brevity only those items revealing a significant difference between a condition as it exists and as the respondent feels it should be will be reported on. If a difference of as much as fifteen percentage points exists, the item is considered to show a significant difference in perception of "what is" and "what should be."

Vocational Administrators

Vocational administrators indicated by their responses that there is a need for improvement in areas of administering vocational guidance services. There were significant differences in perceptions of what practices are occuring and what practices should be in effect as evidenced by the following information.

Administrators feel that vocational administrators take a leadership role in surveying area businesses and industry to ensure that vocational guidance and counseling programs will offer a program consistent with contemporary needs. Seventy-one percent indicate this is occurring while 87.6% indicate this should be occurring. Seventy and four-tenths percent indicate administrators take a leadership role in developing a district wide plan for vocational participation while 92.5% indicate this practice should be happening.

There are 16 percentage points difference between what is occurring regarding interpretation and dissemination of research findings to staff and community agencies involved in vocational guidance and counseling and what administrators feel should be - 66.1% to 82.3%. An almost equally great disparity is indicated for the statement, "Individuals and organizations in the community are consulted and their cooperation is sought in supplementing services of vocational counseling and guidance," - with a margin of 15 percent - 75.3 and 90.3 expressing that this should be occurring.

In response to the topic addressing well-planned inservice programs for inprovement of skills and information for vocational guidance staff, 54.3% felt this does exist while 89.2% felt this should be. An even greater disparity is shown for the item addressing effective articulation of vocational guidance and counseling program with K-12 and post secondary institutions with 43.5% responding that this is occurring while 83.9 feel it should be occuring.

Seventy-one and five-tenths percent indicate the administrator and his staff contribute to development and implementation of research designed to improve vocational guidance serivces while 88.2% indicate they should be doing this. Administrators also expressed that design and implementation of an evaluation plan is primarily responsibility of administrators, 69.9% stating this is happening while 87.6% indicate this should be.

Sixty-four and a half percent maintain membership in civic clubs and organizations while almost 85% express that they should be doing so.

Ninety-three and a half percent of administrators indicate that vocational guidance and counseling services should be available to all students in grades seven through 12 while only 69.4% indicate that this is occurring. While almost 91% indicate that a definition for vocational guidance and counseling services should be developed and disseminated to the administrative staff and personnel, only 61.3% indicate this is occurring. Less of a difference exists for job description for vocational guidance and counseling personnel - 72% indicate this is being done while 90.3% say is should be.

Sixty-five percent of administrators indicate that a major responsibility for job placement service lies with vocational counselors and vocational lab teachers and 62.4% indicate this is the condition that should exist as opposed to 26.3% who express that the responsibility should be that of a job placement coordinator.

Vocational Counselors

Upon examination of responses to vocational counselor surveys, it is immediately apparent that the group places value on advanced training in their field - 94.4% have masters' degrees while 90.5% have completed certification requirements. These statistics are impressive for a group in which 11.1% are first year employees in present assignment. It is also immediately obvious that vocational counselors as a group perceive conditions as being close to what should be with a few significant exceptions which are pointed out in the following information.

Only 33% of respondents indicate that they administer and interpret vocational interest and aptitude tests to each student prior to enrollment in vocational education; 65.7% indicate this should be occurring. Vocational counselors also indicate that 38.9% formulate and implement educational programs to inform students about job placement services while 61.1% indicate this should be occurring. Eighty-five percent of vocational counselors indicate they should be involved in developing procedures for evaluation of vocational guidance services while only 61.4% indicate actual involvement. Dissatisfaction was expressed about involvement with non-vocational clerical duties, 35% compared to only 9.5% who felt this condition should exist.

The only significant difference expressed regarding office facilities and equipment deal with adequate clerical support staff with 56.5% agreeing and 90.5% indicating this should be; and adequate space for group and individual counseling sessions - 56.2% indicating yes to the adequacy while 92.2% indicate this condition should be present.

There appears to be a lacking in some districts for objectives for vocational guidance written in clear and measurable terms. Seventy-two and a half percent indicate these are available while 91.5% indicate these should be available. Vocational counselors indicate some disparity on the point of job placement and employability skills development being key parts of guidance and counseling services - 68% indicate this condition is present while 83.3% indicate it should be present.

Some significant findings include the information regarding testing. The most widely used test in vocational programs is the Armed Services Vocational Aptitude Battery (ASVAB) - 56.9% indicate routine administration of this instrument while 52.9% indicate this condition should exist. The second most frequently administered tests are the California Occupational Preference Survey (27.1%) and Differential Aptitude Tests (27.1%).

Occupational Investigation

An examination of data from respondents to the survey for occupational investigation instructors reveals a discrepancy of fifteen percentage points or more for only seven of the issues for which responses were asked for "what is" and "what should be."

The initial statement yielding a high percentage of difference, 23.3 percentile, is the issue of providing students with observation experiences in the field or occupations being explored. Fifty-six and two tenths percent say this is occurring while 79.5% indicate this should be occurring. This appears to be a somewhat common weakness in occupational investigation programs. This same issue is reiterated by the next statement on the survey yielding a difference of 30.2%. To the statement, "Provisions for field trips to enable students to have observation experience in the field of occupations being explored are an important part of my job," 43.8% indicate what is occurring and 74.0% indicate this as what should be occurring.

Another significant difference 23.3% is revealed for the statement regarding working relationships with local business and industry to promote beneficial field experience for students. The range of difference is from 55.5% indicating this is occurring to 78.8% indicating this is what should be occurring.

Regarding the issue of follow-up studies of former occupational investigation students, 45.2% indicate this should be occuring while 18.5% indicate this is actually occurring, a difference of 26.7%..

Nineteen and two-tenths percent of occupational investigation teachers indicate that they work with "feeder" schools to promote the occupational investigation program while 54.1% indicate this should be occurring, yielding a difference of 34.9%. Seventy-six and seven-tenths percent of respondents felt they should be a member of ARD committee meetings for handicapped students assigned to Occupational Investigation prgoram while only 48.6% indicate participation in ARD committee meetings, a difference of 28.1%.

A similarly wide discrepancy exists regarding active involvement by respondents with other members of vocational guidance staff in planning and evaluation of the program. Fifty-four and eight-tenths percent indicate this is occurring while 82.9% indicate it should be occurring - a difference of 28.1%.

Some additional data reveals the following information:

77.4 teach occupational investigation at 8th grade level, 31.5 percent at 7th grade level, and for 71.2 percent, the course is taught as a one-semester course.

Of the total responding, 39.3% hold master's degrees, 46.6% bachelor's degrees, and 2.7% have doctorate degrees.

Overall, the results from occupational investigation instructors reveal their desire for more involvement with business and industry, with planning and evaluation, with observation field experiences for students, and with interaction with other personnel in placement of students.

Occupational Exploration

An examination of data for occupational exploration instructors reveals a significant difference - which may be interpreted to mean perceived deficiencies in the following areas.

Field trips to appropriate places are provided for classes of 61.5% of respondents while 80.8% indicate this should be occurring, revealing a difference of 19.3%. Seventy-three and one-tenths percent indicate having adequately planned and equipped classroom laboratories for occupational exploration instruction while 88.5% indicate this should be, revealing a difference of 15.4%.

One hundred percent of respondents indicate maintaining a working knowledge of business and industry while only 84.6% indicate that this should be occurring.

Whie 50% indicate that occupational exploration instructors should conduct follow-up studies of former students, 23.1% indicate this is occurring, yielding a difference of 26.9%.

In addressing the issue of an immediate supervisor, responses indicate that some occupational exploration instructors view themselves as having more than one immediate supervisor; i.e. 73.1% indicate high school principal; 30.8%, vocational administrator; 3.8%, superintendent; 69.2%, vocational supervisor; and 53.8%, director of guidance services. The significant differences for what is and what should be are revealed by differences in responses to high school principal - 55.8% indicate this is what should be - and for director of guidance services - 3.8% indicate this is what should be.

Regarding the source of course outline, 73.1% indicate use of a self-developed course outline while 50% indicate this should be happening for a difference of 23.1%. Twenty-six and nine-tenths percent indicate use of a course outline prepared by a curriculum laboratory in Texas while 46.2% indicate this would be desirable, a difference of 19.3%.

Occupational exploration is taught as a one-semester course by 57.7% of respondents while 50% feel this should be occurring; 46.2% teach as a year-long course while 34.6% feel this should be occurring. Only 7.7% indicate teaching occupational exploration as a six weeks course; 7.7% feel that this should be. Three and eight-tenths percent teach it as a nine weeks course; 34.6% feel that this should be occurring.

Responses reveal that 53.8% of occupational exploration teachers have a bachelor's degree and 46.2% have a master's degree. Sixty-five and four-tenths percent indicate they have completed certification requirements for their positions.

In summary of the significant differences revealed by the data, occupational exploration teachers indicate a desire for more adequately planned and equipped classrooms, a greater number of appropriate field trips, more follow-up studies of students, not having to answer to more than one immediate supervisor, more consistency for course outline, and 50% of instructors favor teaching the course as a semester course while somewhat more than one-third prefer a nine weeks period and another one-third prefer a year long course of instruction.

Job Placement Coordinator

On the surveys for job placement coordinators only four issues appear to yield a significant difference in what is occurring in present assignment and what should be occurring.

Sixty percent of respondents presently conduct interviews with potential school drop outs for placement purposes while 80% feel this task should be part of the present assignments, a difference of 20%. Seventy-six percent indicate that the vocational guidance group formulates and implements programs to inform all vocational students about the job placement program while 92% indicate this should be part of the present assignment, revealing a difference of 16%.

Use of follow-up studies conducted for occupational placement are use in planning future placement activities yields a response of 68% performing this function as a part of present assignment while 88% feel it should be a part of, a difference of 20%.

Twenty-eight percent of placements coordinators report conferring with students to make sure they understand results of vocational assessment and aptitude test, 40% indicate this should be part of present assignment, a difference of only 12%.

Placement coordinators report almost equally high percentages of referrals from vocational teachers, counselors, vocational counselors, and other students.

It appears that job placement coordinators reveal a need for more interviews with potential school drop outs, greater access for student to information about the job placement program by the vocational guidance personnel, more extensive follow-up studies, and more time spent on explanation of vocational assessment and aptitude tests to students.

Student Survey

A survey for students reveals data to gauge the perceptions and attitudes of vocational students toward vocational guidance and counseling services. The format yields a response of yes or no to each issue addressed.

It is immediately apparent from the data that vocational students surveyed have positive feelings about experiences with vocational guidance personnel and the vocational program, as evidenced by yes responses to the following points.

Ninety-seven and nine-tenths percent feel teachers and counselors in vocational education are very interested in helping them; since starting vocational education 96.8% are more aware of the importance of education to their future; learning work skills has helped 96.5% feel better about themselves; 95.7% indicate receiving useful information in occupational classes; 97.4% know the name of the vocational counselor; and 97.1% indicate experiences in vocational education and guidance from the staff have helped to better prepare them for the world of work.

Lower percentages of students responded yes to the following issues:

- 57.9% have been advised about job possibilities by placement coordinator;
- 69.0% have visited the vocational counselor's office more than two times;
- 68.2% say parents have received information about vocational studies at home and discuss it with students;
- 44.1% have received information about opportunities available through enlistment in military service after leaving school;

and

- 65.5% indicate parents were involved in their decision to enroll in vocational classes before assignment to classes.

The remainder of yes responses fell between 70% and 90%. From the limited number of students surveyed, it appears that the majority of vocational students find experiences in vocational guidance as positive and useful.

(See following page for tabulation of responses.)

ADMINISTRATOR OF VOCATIONAL GUIDANCE SERVICES

1. The administrator takes a leadership role in the following:

   (a) Ensuring that advisory committees are effective and useful in vocational guidance and counseling programs.

   (b) Formulating philosophy, goals, objectives, services, and activities, based on defined vocational guidance needs.

   (c) Defining objectives of the vocational guidance and counseling program to the vocational staff and to all other personnel in the district.

   (d) Determining the needs of special education students, and in designing, implementing, and evaluating vocational guidance and counseling services.

   (e) Preparing or approving information for release to various media.

   (f) Surveying area business and industry to ensure that vocational guidance and counseling programs will offer a program consistent with contemporary needs.

   (g) Developing a district wide plan for vocational guidance services.

   (h) Interpretation and disseminiation of research findings to the staff and to community agencies involved in vocational guidance and counseling.

2. Individuals and organizations in the community are consulted and their cooperation is sought in supplementing services of vocational guidance and counseling.

3. There is a well-planned in-service program provided on a regular basis for the improvement of skills and information for the vocational guidance staff.

	What Is						What Should Be					
	Yes		No				Yes		No			
	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases
1a.	147	79.0	36	19.4	183	3	163	87.6	13	7.0	176	10
b.	165	88.7	17	9.1	182	4	174	93.5	2	1.1	176	10
c.	158	84.9	26	14.0	184	2	173	93.0	5	2.7	178	8
d.	126	67.7	56	30.1	182	4	139	74.7	36	19.4	175	11
e.	158	84.9	26	14.0	184	2	155	83.3	20	10.8	175	11
f.	132	71.0	47	25.3	179	7	163	87.6	14	7.5	177	9
g.	131	70.4	50	26.9	181	5	172	92.5	8	4.3	180	6
h.	123	66.1	56	30.1	179	7	153	82.3	24	12.9	177	9
2.	140	75.3	40	21.5	180	6	168	90.3	7	3.8	175	11
3.	101	54.3	81	43.5	182	4	166	89.2	11	5.9	177	9

4. Procedures for articulation of the vocational guidance and counseling program with K-12 and post secondary institutions are in use by the staff and are effective.

5. The vocational guidance and counseling team is involved with the administrator in the research and follow-up activities of the program.

6. The administrator participates in in-service training programs, staff meetings, and district and state meetings for the purpose of assisting the staff in improving the total program of vocational guidance and counseling services in the schools.

7. The administrator and his/her staff contribute to development and implementation of research designed to improve vocational guidance services.

8. The design and implementation of an evaluation plan for vocational guidance and counseling is a primary responsibility of administrators of vocational guidance services.

9. Administrators and members of the vocational guidance and counseling team are members of civic clubs and organizations.

10. Vocational guidance and counseling services are made available to all students in grades 7 through 12.

11. In our school district the vocational counselor is directly responsible to:

    (a) the vocational administrators

    (b) the building principal or assistant

    (c) the director of guidance services or student services

    (d) other _____

	What Is						What Should Be					
	Yes		No				Yes		No			
	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases
4.	81	43.5	96	51.6	177	9	156	83.9	17	9.1	173	13
5.	154	82.8	28	15.1	182	4	171	91.9	6	3.2	177	9
6.	169	90.9	14	7.5	183	3	171	91.9	5	2.7	176	10
7.	133	71.5	50	26.0	183	3	164	88.2	13	7.0	177	9
8.	130	69.9	44	23.7	174	12	163	87.6	10	5.4	173	13
9.	120	64.5	58	31.2	178	8	158	84.9	16	8.6	174	12
10.	129	69.4	52	29.0	181	5	174	93.5	1	.5	175	11
11a.	106	57.0	50	26.9	156	30	135	72.6	19	10.2	154	32
b.	119	64.0	28	15.1	147	39	83	44.6	53	28.5	136	50
c.	20	10.8	81	43.5	101	85	74	15.1	74	39.8	102	84

12. A definition of vocational guidance and counseling services has been developed for our district and has been disseminated to the administrative staff and the staff of the vocational guidance and counseling program.

13. A job description for each of the vocational guidance and counseling staff members has been developed in our district.

14. The job descriptions of the vocational guidance and counseling personnel are in the personnel policies of the district and have been disseminated to the administrative staff and vocational guidance and counseling personnel.

15. In our school district vocational guidance and counseling services are the <u>total</u> responsibility of vocational guidance and counseling personnel.

16. In our school district the <u>major</u> <u>responsibility</u> for job placement services for vocational completers or leavers is assigned to:

    (a) the vocational administrator

    (b) vocational counselors

    (c) both the vocational counselors and vocational lab teachers

    (d) the job placement coordinator

    (e) all of the above

    (f) none of the above

	What Is						What Should Be					
	Yes		No				Yes		No			
	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases
12.	114	61.3	63	33.9	177	9	169	90.9	2	1.1	171	15
13.	153	82.3	24	12.9	177	9	170	91.4	1	.5	171	15
14.	134	72.0	42	22.6	176	10	168	90.3	1	.5	169	17
15.	65	34.9	112	60.2	177	9	74	39.8	95	51.1	169	17
16a.	19	10.2	79	42.5	98	88	15	8.1	71	38.2	86	100
b.	44	23.7	62	33.2	106	80	44	23.7	49	26.3	93	93
c.	121	65.1	18	9.7	139	47	116	62.4	11	5.9	127	59
d.	24	12.9	55	29.6	79	107	49	26.3	28	15.1	77	109
e.	28	15.1	48	25.8	76	110	37	19.9	37	19.9	74	112
f.	8	4.3	48	25.8	56	130	6	3.2	47	25.3	53	133

VOCATIONAL COUNSELOR SURVEY

I ROLE AND FUNCTION

1. I assist all students in making informed and meaningful career choices.

2. I assist the following students in making informed and meaningful career choices:

   (a) seventh graders

   (b) eighth graders

   (c) tenth graders

   (d) eleventh graders

   (e) twelfth graders

   (f) students enrolled in vocational education

   (g) alphabetical segment

   (h) adults interested in vocational training

3. I maintain an "open door" policy for student consultation.

4. I administer and interpret vocational interest and vocational aptitude tests to each student prior to his/her enrollment in vocational education.

5. I recognize and deal with potential problems of students.

6. I assist handicapped students in viewing their assests and limitations realistically.

7. I have established communication patterns for exchanging information and for cooperating with students' teachers.

	Present Assignment						What Assignment Should Be					
	Yes		No				Yes		No			
	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases
1.	190	62.1	103	33.7	293	13	218	71.2	61	19.9	279	27
2a.	60	19.6	177	57.8	237	69	77	25.2	150	49.0	227	79
b.	159	52.0	103	33.7	262	44	173	56.5	76	24.8	249	57
c.	259	84.6	26	8.5	285	21	256	83.7	16	5.2	272	34
d.	262	85.6	25	8.2	287	19	259	84.6	16	5.2	275	31
e.	260	85.0	27	8.8	287	19	260	85.0	16	5.2	276	30
f.	293	95.8	4	1.3	297	9	278	90.8	3	1.0	281	25
g.	26	8.5	202	66.0	228	78	31	10.1	183	59.8	214	92
h.	118	38.6	155	50.7	273	33	147	48.0	108	35.3	255	51
3	303	99.0	3	1.0	306	0	280	91.5	2	.7	282	24
4.	101	33.0	198	64.7	299	7	201	65.7	85	27.8	286	20
5.	292	95.4	12	3.9	304	2	282	92.2	10	3.3	292	14
6.	253	82.7	49	16.0	302	4	256	83.7	34	11.1	290	16
7.	296	96.7	10	3.3	306	0	294	96.1	12	3.9	294	12

8. I assist students in developing good study habits related to vocational training.

9. I work with other counselors and teachers to help students with individual problems.

10. I cooperate with appropriate agencies and groups in identifying career opportunities for the handicapped.

11. I identify students who need and will benefit from vocational instruction.

12. I am informed about the details of military service enlistment training programs as an option for students.

13. I formulate and implement educational programs to inform all students about the job placement services.

14. I maintain a working knowledge of and relationships with nearby trade schools, training centers and vocational departments of community colleges.

15. I assist in developing suitable job placement for handicapped students.

16. I present information to students on post-high school training and educational opportunities available to them.

17. I assist in developing procedures for evaluation of the vocational guidance services.

18. My courses in college have provided adequate training for my position.

19. I serve as a member of a team in the articulation of secondary and post-secondary vocational/technical programs.

	Present Assignment						What Assignment Should Be					
	Yes		No				Yes		No			
	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases
8.	220	71.9	81	26.5	301	5	253	82.7	34	11.1	287	19
9.	304	99.3	2	.7	306	0	292	95.4	2	.7	294	12
10.	233	76.1	66	21.6	299	7	247	80.7	42	13.7	289	17
11.	296	96.7	9	2.9	305	1	290	94.8	2	.7	292	14
12.	281	91.8	20	6.5	301	5	281	91.8	8	2.6	289	17
13.	119	38.9	175	57.2	294	12	187	61.1	89	29.1	276	30
14.	282	92.2	23	7.5	305	1	287	93.8	6	2.0	293	13
15.	104	34.0	191	62.4	295	11	147	48.0	134	43.8	281	25
16.	292	95.4	9	2.9	301	5	279	91.2	8	2.6	287	19
17.	188	61.4	111	36.3	299	7	260	85.0	24	7.8	284	22
18.	239	78.1	63	20.6	302	4	263	85.9	10	3.3	273	33
19.	144	47.1	153	50.0	297	9	241	78.8	37	12.1	278	28

20. I maintain the permanent records of a specific classification of students.

21. In addition to my duties as a vocational counselor, I serve as:

    (a) a class sponsor

    (b) a student youth organization advisor

    (c) sponsor of such activities as year book student council, etc.

    (d) non-vocational clerical duties

22. My office is located and equipped to facilitate an environment for optimum guidance and counseling facilities including:

    (a) a direct line telephone

    (b) private office

    (c) receptionist/waiting area

    (d) adequate supplies, materials, and equipment

    (e) adequate clerical support staff

    (f) adequate space for group and individual counseling sessions.

23. My program budget provides for attendance at meetings and conferences which enhance my professional capability.

24. I make students aware of occupational choices available to all individuals regardless of sex.

25. I provide information to individuals about non-traditional occupations.

	Present Assignment						What Assignment Should Be					
	Yes		No				Yes		No			
	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases
20.	136	44.4	166	54.2	302	4	111	36.3	178	58.2	289	17
21a.	20	6.5	269	87.9	289	17	12	3.9	259	84.6	271	35
b.	46	15.0	245	80.1	291	15	46	15.0	224	73.2	270	36
c.	9	2.9	278	90.8	287	19	6	2.0	263	85.9	269	37
d.	107	35.0	190	62.1	297	9	29	9.5	254	83.9	283	23
22a.	239	78.1	67	21.9	396	0	276	90.2	15	4.9	291	15
b.	281	91.8	25	8.2	306	0	289	94.4	2	.7	291	15
c.	230	75.2	74	24.2	304	2	275	89.9	14	4.6	289	17
d.	292	95.4	14	4.6	306	0	286	93.5	1	.3	287	19
e.	173	56.5	131	42.8	304	2	277	90.5	10	3.3	287	19
f.	172	56.2	131	42.8	303	3	282	92.2	8	2.6	290	16
23.	263	85.9	39	12.7	302	4	286	93.5	20	6.5	286	20
24.	303	99.0	1	.3	304	2	290	94.8	1	.3	291	15
25.	304	99.3	1	.3	305	1	290	94.8	16	5.2	290	16

26. I assist students in selecting a program of vocational instruction.

27. I assist adults in selecting a program of vocational instruction.

28. I conduct or assist in vocational student follow-up studies.

29. As a vocational counselor, I am directly responsible to the:

    (a) Vocational Administrator

    (b) High School Principal

    (c) Director of Student Services

    (d) Junior High School Principal

30. I serve as a member of the ARD committee for placement of handicapped students in vocational education.

31. Materials describing vocational guidance and counseling services are distributed at least once a year to students, parents, instructors, and administrators.

	Present Assignment						What Assignment Should Be					
	Yes		No				Yes		No			
	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases
26.	306	100.0			306	0	292	95.4			292	14
27.	109	35.6	191	62.4	300	6	147	48.0	137	44.8	284	22
28.	249	81.4	54	17.6	303	3	251	82.0	39	12.7	290	16
29a.	232	75.8	55	18.0	287	19	238	77.8	33	10.8	271	35
b.	231	75.5	55	18.0	286	20	190	62.1	78	25.5	268	38
c.	32	10.5	202	66.0	234	72	29	9.5	191	62.4	220	86
d.	37	12.1	200	65.4	237	69	35	11.4	189	61.8	224	82
30.	289	94.4	16	5.2	305	1	278	90.8	11	3.6	289	17
31.	235	76.8	66	21.6	301	5	280	91.5	11	3.6	291	15

II PERCEIVED STATUS OF THE VOCATIONAL GUIDANCE AND COUNSELING PROGRAM

32. Objectives for guidance, counseling, educational placement, and job placement services are written in clear and measurable terms.

33. Written job descriptions list the roles and responsibilites for guidance, counseling, educational placement, and job placement staff.

34. There is a job placement coordinator in our school system.

35. There is a vocational administrator in our district.

36. Students, parents, instructors, and administrators are made aware of vocational guidance and counseling services through orientation activities.

37. Job placement and employability skills development are key parts of guidance and counseling services.

38. At which points in a student's vocational program (job skills training) are counseling services offered?

    (a) before entrance into the program

    (b) at periodic intervals during participation in program

    (c) upon student request

    (d) immediately before completing program

    (e) after student has left program

39. Vocational, academic, personal, employment, and career counseling are provided to <u>all</u> students.

40. Vocational, academic, personal, employment, and career counseling are provided to <u>all</u> adults.

	Condition Presently Exists						Condition Should Exist					
	Yes		No				Yes		No			
	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases
32.	222	72.5	76	24.8	298	8	280	91.5	7	2.3	287	19
33.	252	82.4	50	16.3	302	4	287	93.8	3	1.0	290	16
34.	104	34.0	198	64.7	302	4	190	62.1	99	32.4	289	17
35.	284	92.8	21	6.9	305	1	288	94.1	6	2.0	294	12
36.	264	86.3	39	12.7	303	3	293	95.8	2	.7	295	11
37.	208	68.0	92	30.1	300	6	255	83.3	39	12.7	294	12
38a.	287	93.8	15	4.9	302	4	290	94.8	1	.3	291	15
b.	290	94.8	8	2.6	298	8	280	91.5	3	1.0	283	23
c.	296	96.7	2	.7	298	8	285	93.1	1	.3	286	20
d.	188	61.4	91	29.7	279	27	221	72.2	46	15.0	267	39
e.	152	49.7	124	40.5	276	30	184	60.1	81	26.5	265	41
39.	251	82.0	51	16.7	302	4	273	89.2	13	4.2	286	20
40.	64	20.9	227	74.2	291	15	104	34.0	168	54.9	272	34

41. In our school, the following persons are responsible for vocational guidance and counseling:

(a) Vocational Instructor

(b) Placement Officer

(c) Vocational Counselor

(d) Work Study Coordinator

(e) Vocational Administrator

(f) General Counselor

42. In our school, the following persons are responsible for vocational education program placement:

(a) Vocational Instructor

(b) Placement Officer

(c) General Counselor

(d) Work Study Coordinator

(e) Vocational Administrator

43. In our school, the following persons are responsible for job placement after the student completes training:

(a) Vocational Instructor

(b) Placement Officer

(c) General Counselor

(d) Vocational Counselor

(e) Work Study Coordinator

(f) Local Vocational Administrator

(g) No one performs this task

	Condition Presently Exists						Condition Should Exist					
	Yes		No				Yes		No			
	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases
41a.	235	76.8	54	17.6	289	17	238	77.8	38	12.4	276	30
b.	58	19.0	163	53.3	221	85	99	32.4	107	35.0	206	100
c.	304	99.3	2	.7	306	0	288	94.1	1	.3	289	17
d.	120	39.2	120	39.2	240	66	137	44.8	87	28.4	224	82
e.	127	41.5	138	45.1	265	41	145	47.4	105	34.3	250	56
f.	192	62.7	88	28.8	280	26	202	66.0	66	21.6	268	38
42a.	248	81.0	34	11.1	282	24	241	78.8	26	8.5	267	39
b.	37	12.1	191	62.4	228	78	69	22.5	147	48.0	216	90
c.	154	50.3	112	36.6	266	40	144	47.1	105	34.3	249	57
d.	117	38.2	122	39.9	239	67	125	40.8	100	32.7	225	81
e.	102	33.3	158	51.6	260	46	107	35.0	139	45.4	246	60
43a.	198	64.7	79	25.8	277	29	199	65.0	53	17.3	252	54
b.	88	28.8	137	44.8	225	81	138	45.1	67	21.9	205	101
c.	43	14.1	197	64.4	240	66	55	18.0	163	53.3	218	88
d.	143	46.7	126	41.2	269	37	153	50.0	93	30.4	246	60
e.	97	31.7	132	43.1	229	77	103	33.7	103	33.7	206	100
f.	50	16.3	195	63.7	245	61	61	19.9	166	54.2	227	79
g.	70	22.9	117	38.2	187	119	62	20.3	97	31.7	159	147

44. I routinely administer the following interest and aptitude tests:

(a) California Occupational Preference Survey

(b) Career Assessment Inventory

(c) Kuder General Interest Survey - Form E

(d) Kuder Occupational Interest Survey - Form DD

(e) Minnesota Vocational Interest Inventory

(f) Ohio Vocational Interest Survey (OVIS)

(g) Self Directed Search

(h) Strong-Campbell Interest Inventory

(i) Vocational Preference Inventory

(j) Academic Progress Test

(k) Armed Services Vocational Aptitude Battery (ASVAB)

(l) Differential Aptitude Tests (DAT)

(m) General Aptitude Test Battery (GATB)

(n) Hall Occupational Orientation Inventory

(o) Minnesota Importance Questionnaire (MIQ)

(p) Work Values Inventory (WVI)

(q) Assessment of Career Development (ACD)

(r) Career Development Inventory

(s) Career Maturity Inventory

	Condition Presently Exists						Condition Should Exist					
	Yes		No				Yes		No			
	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases
44a.	83	27.1	143	46.7	226	80	94	30.7	87	28.4	181	125
b.	39	12.7	169	55.2	208	98	53	17.3	105	34.3	158	148
c.	69	22.5	145	47.4	214	92	77	25.2	89	29.1	166	140
d.	42	13.7	160	52.3	202	104	58	19.0	99	32.4	157	149
e.	6	2.0	185	60.5	191	115	24	7.8	120	39.2	144	162
f.	26	8.5	180	58.8	206	100	47	15.4	110	35.9	157	149
g.	34	11.1	165	53.9	199	107	45	14.7	104	34.0	149	157
h.	50	16.3	156	51.0	206	100	79	25.8	83	27.1	162	144
i.	21	6.9	181	59.2	202	104	44	14.4	111	36.3	155	151
j.	21	6.9	171	55.9	192	114	26	8.5	122	39.9	148	158
k.	174	56.9	82	26.8	256	50	162	52.9	58	19.0	220	86
l.	83	27.1	138	45.1	221	85	109	35.6	77	25.2	186	120
m.	76	24.8	143	46.7	219	87	89	29.1	91	29.7	180	126
n.	5	1.6	187	61.1	192	114	15	4.9	129	42.2	144	162
o.	3	1.0	190	62.1	193	113	13	4.2	133	43.5	146	160
p.	12	3.9	184	60.1	196	110	32	10.5	116	37.9	148	158
q.	5	1.6	189	61.8	194	112	18	5.9	127	41.5	145	161
r.	6	2.0	189	61.8	195	111	23	7.5	126	41.2	149	157
s.	12	3.9	183	59.8	195	111	28	9.2	123	40.2	151	155

III QUANTITATIVE ASSESSMENT

1 very much below average
2 below average
3 slightly below average
4 average
5 slightly above average
6 above average
7 very much above average

45. I identify and counsel with students who appear to be suited to and would benefit from vocational instruction.

46. I conduct educational planning conferences with students.

47. I assist individuals in selecting a program of vocational instruction by counseling sessions.

48. I deliver information to parents through individual conferences or group meetings about vocational education programs.

49. I administer and interpret vocational interest and vocational aptitude tests.

50. I perform placement activities.

51. I perform other vocational tasks.

52. I perform non-vocational tasks.

		1	2	3	4	5	6	7	Valid Cases	Missing Cases
45.	Frequency	1	8	10	51	57	119	58		
	Percent	.3	2.6	3.3	16.7	18.6	38.9	19.0	304	2
46.	Frequency	7	10	12	54	56	113	50		
	Percent	2.3	3.3	3.9	17.6	18.3	36.9	16.3	302	4
47.	Frequency	4	4	10	49	76	198	53		
	Percent	1.3	1.3	3.3	16.0	24.8	35.3	17.3	304	2
48.	Frequency	18	35	37	89	56	43	21		
	Percent	5.9	11.4	12.1	29.1	18.3	14.1	6.9	299	7
49	Frequency	24	24	24	57	50	76	46		
	Percent	7.8	7.8	7.8	18.6	16.3	24.8	15.0	301	5
50.	Frequency	35	47	45	87	32	32	10		
	Percent	11.4	15.4	14.7	28.4	10.5	10.5	3.3	288	18
51.	Frequency		6	6	64	53	105	63		
	Percent		2.0	2.0	20.9	17.3	34.2	20.6	287	9
52.	Frequency	31	39	14	76	38	58	37		
	Percent	10.1	12.7	4.6	24.8	12.4	19.0	12.1	293	13

IV EDUCATION AND CERTIFICATION INFORMATION

53. What is the highest degree that you have earned?

    Baccalaureate

    Masters

    Doctorate

54. Have you completed certification requirements for your present assignment?

55. Is this your first year in this assignment?

		Yes		NO			
		Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases
53	BA	12	3.9			12	294
	MA	289	94.4			289	17
	PHD	10	3.3			10	296
54.		277	90.5	27	8.8	304	2
55.		34	11.1	271	88.6	305	1

OCCUPATIONAL INVESTIGATION

1. O.I. students in my classes are provided with awareness of available educational training and resources through visits to other high school programs and post secondary vocational training programs, or by having representatives of various training programs in the classroom.

2. O.I. students in my classes receive training in decision-making skills to establish a method for continuing occupational decision-making throughout life.

3. I use appraisal data to enhance student self-awareness.

4. I select, administer, interpret, and evaluate vocational interest inventories.

5. I provide students with observation experiences in the field or occupations being explored.

6. Provisions for field trips to enable students to have observation experiences in the field of occupations being explored are an important part of my job.

7. I utilize academic achievement information with my students.

8. I establish and maintain working relationships with local business and industty to promote beneficial field experience for students.

9. I am responsible for the development and distribution of public relations and information materials to inform parents and others of occupational information disseminated to students.

10. I develop students' awareness of the societal factors that influence occupational decisions and opportunities.

	What Is						What Should Be					
	Yes		No				Yes		No			
	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases
1.	111	76.0	30	20.5	141	5	121	82.9	11	7.5	132	14
2.	134	91.8	9	6.2	143	3	128	87.7	2	1.4	130	16
3.	135	92.5	7	4.8	142	4	129	88.4	3	2.1	132	14
4.	114	78.1	30	20.5	144	2	123	84.2	12	8.2	135	11
5.	82	56.2	60	41.1	142	4	116	79.5	17	11.6	133	13
6.	64	43.8	76	52.1	140	6	108	74.0	26	17.8	134	12
7.	116	79.5	27	18.5	143	3	122	83.6	10	6.8	132	14
8.	81	55.5	60	41.1	141	5	115	78.8	22	15.1	137	9
9.	77	52.7	63	43.2	140	6	98	67.1	33	22.6	131	15
10.	140	95.9	3	2.1	143	3	131	89.7	2	1.4	133	13

11. I conduct follow-up studies of former occupational investigation students.

12. I work with "feeder" schools to explain and promote the occupational investigation program to prospective students.

13. I participate in the ARD committee meetings for handicapped students assigned to O.I. programs.

14. I have access to equipment and supplies needed for good instruction.

15. I am actively involved with members of the vocational guidance staff in planning and evaluation of the program.

16. I am informed and tell students about occupational training programs available through military enlistment as a career option for students.

17. My students are informed about socioeconomic factors related to occupations.

18. O.I. students in my classes identify and analyze the occupational clusters to achieve a broad understanding of the world of work including new and emerging occupations.

19. Job information in my classes includes facts about duties, educational requirements, training, salary, and other pertinent job-related factors.

20. My classes are taught how to access job information.

21. Instructional materials and practices are free of bias in regard to handicapped, disadvantaged, limited English Proficiency, and sex stereotyping.

	What Is						What Should Be					
	Yes		No				Yes		No			
	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases
11.	27	18.5	113	77.4	140	6	66	45.2	66	45.2	132	14
12.	28	19.2	107	73.3	135	11	79	54.1	51	34.9	130	16
13.	71	48.6	71	48.6	142	4	112	76.7	21	14.4	133	13
14.	139	95.2	5	3.4	144	2	132	90.4	14	9.6	132	14
15.	80	54.8	59	40.4	139	7	121	82.9	7	4.8	128	18
16.	110	75.3	32	21.9	142	4	120	82.2	13	8.9	133	13
17.	141	96.6	3	2.1	144	2	130	89.0	16	11.0	130	16
18.	141	96.6	3	2.1	144	2	131	89.7	15	10.3	131	15
19.	142	97.3	4	2.7	142	4	131	89.7	15	10.3	131	15
20.	138	94.5	5	3.4	143	3	131	89.7	15	10.3	131	15
21.	139	95.2	3	2.1	142	4	131	89.7	15	10.3	131	15

22. The grade placement for occupational investigation programs which I am teaching is:

(a) 7th grade

(b) 8th grade

(c) 9th grade

(d) 10th grade

23. I teach O.I. as:

(a) a six weeks course

(b) a nine weeks course

(c) a semester course

(d) a year-long course

24. What is your highest degree?

1 Baccalaureate

2 Masters

3 Doctorate

25. Have you completed certification requirements for your present position?

26. Is this your first year in this assignment?

	What Is						What Should Be					
	Yes		No				Yes		No			
	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases
22a.	46	31.5	38	26.0	84	62	31	21.2	42	28.8	73	73
b.	113	77.4	12	8.2	125	21	96	65.8	17	11.6	113	33
c.	14	9.6	53	36.3	67	79	43	29.5	24	16.4	67	79
d.	10	6.8	55	37.7	65	81	29	19.9	32	21.9	61	85
23a.	5	3.4	54	37.0	59	87	2	1.4	51	34.9	53	93
b.	6	4.1	54	37.0	60	86	1	.7	51	34.9	52	94
c.	104	71.2	15	10.3	119	27	97	66.4	13	8.9	110	36
d.	27	18.5	45	30.8	72	74	22	15.1	46	31.5	68	78
24. 1	68	46.6	78	53.4	68	78						
2	72	39.3	74	50.7	72	74						
3	4	2.7	142	97.3	4	142						
25.	119	81.5	24	16.4	143	3						
26.	16	11.0	127	87.0	143	3						

OCCUPATIONAL EXPLORATION

1. Instruction in my Occupational Exploration classes is built around specific occupations.

2. I provide students with "hands-on" experience in the occupation being explored.

3. I provide field trips to appropriate places for the occupation being explored.

4. My classroom laboratory is well planned and equipped for occupational exploration instructions.

5. Curriculum in my classes is flexible enough to provide for the needs of:

   (a) handicapped students

   (b) disadvantaged students

   (c) limited English proficiency students

6. It is necessary for me to maintain a working knowledge of business and industry in the community of the occupations being explored.

7. I am able to maintain a close working relationship with other members of the Vocational guidance staff.

8. I conduct follow-up studies of former occupational exploration students.

9. My immediate supervisor is:

   (a) High School Principal

   (b) Vocational Administrator

   (c) Superintendent

   (d) Vocational Supervisor

   (e) Director of Guidance Services

	What Is						What Should Be					
	Yes		No				Yes		No			
	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases
1.	22	84.6	3	11.5	25	1	19	73.1	3	11.5	22	4
2.	24	92.3	1	3.8	25	1	23	88.5	3	11.5	23	3
3.	16	61.5	10	38.5	26	0	21	80.8	1	3.8	22	4
4.	19	73.1	7	26.9	26	0	23	88.5	1	3.8	24	2
5a.	16	61.5	8	30.8	24	2	17	65.4	3	11.5	20	6
b.	22	84.6	3	11.5	25	1	19	73.1	1	3.8	20	6
c.	16	61.5	9	34.6	25	1	17	65.4	4	15.4	21	5
6.	26	100.0			26	0	22	84.6			22	4
7.	24	92.3	2	7.7	26	0	22	84.6	4	15.4	22	4
8.	6	23.1	20	76.9	26	0	13	50.0	7	26.9	20	6
9a.	19	73.1	5	19.2	24	2	14	53.8	7	26.9	21	5
b.	8	30.8	8	30.8	16	10	8	30.8	6	23.1	14	12
c.	1	3.8	13	50.0	14	12	1	3.8	12	46.2	13	13
d.	18	69.2	3	11.5	21	5	18	69.2	1	3.8	19	7
e.	14	53.8	12	46.2	14	12	1	3.8	12	46.2	13	13

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10. I use a course outline obtained from the following:

    (a) self developed

    (b) one prepared by a curriculum laboratory in Texas

11. I teach O.E. as:

    (a) a six weeks course

    (b) a nine weeks course

    (c) a semester course

    (d) a year-long course

12. The content of instruction in the classes I teach is derived from all of the jobs found in a specifically identified occupational cluster.

13. Instruction and hands-on activities in my occupational exploration classes provide students with the opportunity of determining if they have the aptitude and ability to successfully complete training programs for each of the occupations being explored.

14. The vocational program area in which students who have completed my courses are most likely to enroll is (select only one):

    (a) vocational homemaking (consumer)

    (b) vocational homemaking (occupational)

    (c) health occupations

    (d) trade and industrial education

    (e) vocational agriculture

    (f) vocational office education

    (g) marketing and distributive education

    (h) industrial arts

	What Is						What Should Be					
	Yes		No				Yes		No			
	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases
10a.	19	73.1	2	7.7	21	5	13	50.0	6	23.1	19	7
b.	7	26.9	9	34.6	16	10	12	46.2	2	7.7	14	12
11a.	2	7.7	9	34.6	11	15	2	7.7	8	30.8	10	16
b.	1	3.8	10	38.5	11	15	9	34.6	17	65.4	9	17
c.	15	57.7	4	15.4	19	7	13	50.0	5	19.2	18	8
d.	12	46.2	6	23.1	18	8	9	34.6	6	23.1	15	11
12.	17	65.4	9	34.6	26	0	15	57.7	6	23.1	21	5
13.	21	80.8	3	11.5	24	2	19	73.1	2	7.7	21	5
14a.			6	23.1	6	20			6	23.1	6	20
b.			6	23.1	6	20			6	23.1	6	20
c.	4	15.4	5	19.2	9	17	3	11.5	6	23.1	9	17
d.	10	38.5	5	19.2	15	11	10	38.5	4	15.4	14	12
e.	1	3.8	5	19.2	6	20	1	3.8	5	19.2	6	20
f.	7	26.9	4	15.4	11	15	7	26.9	3	11.5	10	16
g.	2	7.7	5	19.2	7	19	4	15.4	3	11.5	7	19
h.	1	3.8	5	19.2	6	20	1	3.8	5	19.2	6	20

15. The average number of field trips made by each class is:

(a) none

(b) 1-3

(c) 4-6

(d) more than 6

16. What is the highest degree you have earned?

1 Baccalaureate

2 Masters

3 Doctorate

17. Have you completed certification requirements for your present position?

18. Is this your first year in this assignment?

	What Is						What Should Be					
	Yes		No				Yes		No			
	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases
15a.	7	26.9	5	19.2	12	14	3	11.5	7	26.9	10	16
b.	7	26.9	5	19.2	12	14	8	30.8	3	11.5	11	15
c.	5	19.2	4	15.4	9	17	6	23.1	3	11.5	9	17
d.	3	11.5	4	15.4	7	19	2	7.7	5	19.2	7	19
16. 1	14	53.8			14	12						
2	12	46.2			12	14						
3	26	100.0			0	26						
17.	17	65.4	9	34.6	26	0						
18.	6	23.1	20	76.9	26	0						

JOB PLACEMENT COORDINATOR

1. I make job placement services available for all students enrolled in or completing vocational preemployment instruction.

2. I refer or place students based on my knowledge of student needs, abilities, aptitudes, and vocational preparation.

3. There is specific instruction to students about effective techniques for finding a job.

4. I provide placement counseling and related services for students.

5. I conduct interviews with potential school dropouts for placement purposes.

6. I have basic knowledge of the factors which business and industry employers consider important for job candidates and convey these to students.

7. I contact local business and industry to find job openings for students.

8. I maintain close contact with vocational counselors and/or occupational orientation teachers in employability skills areas.

9. The vocational guidance group formulates and implements programs to inform all vocational students about the job placement program.

10. I am aware of and have a working relationship with employers who hire the handicapped.

11. I assist with vocational student follow-ups.

	Present Assignment						What Assignment Should Be					
	Yes		No				Yes		No			
	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases
1.	25	100.0			25	0	23	92.0			23	2
2.	25	100.0			25	0	23	92.0			23	2
3.	23	92.0	2	8.0	25	0	23	92.0	2	8.0	23	2
4.	25	100.0			25	0	23	92.0			23	2
5.	15	60.0	10	40.0	25	0	20	80.0	2	8.0	22	3
6.	25	100.0			25	0	23	92.0	2	8.0	23	2
7.	21	84.0	4	16.0	25	0	23	92.0	2	8.0	23	2
8.	23	92.0	2	8.0	25	0	23	92.0	2	8.0	23	2
9.	19	76.0	6	24.0	25	0	23	92.0	2	8.0	23	2
10.	17	68.0	6	24.0	23	2	19	76.0	2	8.0	21	4
11.	25	100.0			25	0	23	92.0	2	8.0	23	2

12. I do a follow-up of student referrals to employers.

13. Follow-up studies conducted for occupational placement are used in planning future placement activities.

14. I provide employability skills training for students.

15. I confer with students to make sure they understand the results of vocational assessment and aptitude tests.

16. I maintain a working relationship with teachers of skills training courses to ensure maximum benefit of the placement program.

17. I identify and confer with students who would benefit from additional training in post-secondary vocational-technical programs.

18. I maintain a working knowledge of and relationships with trade schools, training centers, and vocational departments of community colleges.

19. Job placement services are made available through a job placement office.

20. The job placement services are located in:

    (a) the central administration building

    (b) the high school building

    (c) the vocational building

    (d) other (specify) _____

21. Job placement services are conducted with the assistance of a job placement advisory committee.

	Present Assignment						What Assignment Should Be					
	Yes		No				Yes		No			
	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases
12.	21	84.0	4	16.0	25	0	23	92.0	1	4.0	24	1
13.	17	68.0	8	32.0	25	0	22	88.0	1	4.0	23	2
14.	24	96.0	1	4.0	25	0	22	88.0	1	4.0	23	2
15.	7	28.0	18	72.0	25	0	10	40.0	13	52.0	23	2
16.	25	100.0			25	0	22	88.0	3	12.0	22	3
17.	15	60.0	10	40.0	25	0	16	64.0	6	24.0	22	3
18.	20	80.0	4	16.0	24	1	18	72.0	4	16.0	22	3
19.	21	84.0	2	8.0	23	2	19	76.0	6	24.0	19	6
20a.	4	16.0	10	40.0	14	11	4	16.0	10	40.0	14	11
b.	10	40.0	6	24.0	16	9	12	48.0	4	16.0	16	9
c.	9	36.0	5	20.0	14	11	7	28.0	5	20.0	12	13
21.	15	60.0	7	28.0	22	3	17	68.0	4	16.0	21	4

22. Students are referred to the job placement office by:

(a) vocational teachers

(b) counselors

(c) vocational counselors

(d) other students

(e) other _____

23. Students are made aware of the job placement services by:

(a) presentations made by the job placement coordinator at student meetings, i.e. assemblies, home room meetings, meetings of vocational youth organizations

(b) posters or brochures place in the offices of counselors

(c) flyers or brochures distributed by vocational teachers

(d) other _____

24. As a job placement coordinator, I am directly responsible to the:

(a) Vocational Administrator

(b) Vocational Counselor

(c) Director of Guidance Services

(d) High School Principal

(e) other _____

25. The vocational counselor certification program in which I participated provided me with at least three semester hours of instruction in organizing, implementing, and evaluating a program of job placement services.

	Present Assignment						What Assignment Should Be					
	Yes		No				Yes		No			
	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases
22a.	24	96.0	1	4.0	25	0	21	84.0	1	4.0	22	3
b.	22	88.0	2	8.0	24	1	20	80.0	1	4.0	21	4
c.	24	96.0	1	4.0	25	0	22	88.0	3	12.0	22	3
d.	23	92.0	1	4.0	24	1	20	80.0	1	4.0	21	4
23a.	21	84.0	2	8.0	23	2	18	72.0	1	4.0	19	6
b.	18	72.0	4	16.0	22	3	20	80.0	5	20.0	20	5
c.	15	60.0	7	28.0	22	3	18	72.0	2	8.0	20	5
24a.	21	84.0	3	12.0	24	1	19	76.0	6	24.0	19	6
b.	2	8.0	12	48.0	14	11	2	8.0	12	48.0	14	11
c.	1	4.0	12	48.0	13	12	2	8.0	12	48.0	14	11
d.	9	36.0	9	36.0	18	7	6	24.0	11	44.0	17	8
25.	19	76.0	6	24.0	25	0	21	84.0	1	4.0	22	3

26. I have been provided in-service training by Texas Education Agency-sponsored activities in the procedures of organizing, implementing, and evaluating job placement services.

	Present Assignment						What Assignment Should Be					
	Yes		No				Yes		No			
	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases
26.	19	76.0	5	20.0	24	1	21	84.0	4	16.0	21	4

STUDENT SURVEY

1. Do you know the name of the vocational counselor in your school?

2. I have received useful information in occupational classes.

3. My experience with the vocational counselor have generally been positive ones.

4. I have visited the vocational counselor's office on a frequent basis (more than two times).

5. I have been provided with a variety of information about occupations.

6. I have taken a variety of interest inventories, aptitude tests, surveys and academic tests to better understand my talents and capabilities.

7. The placement coordinator has advised me about job possibilities.

8. Every time I have taken a test, survey or inventory, the counselor or teacher has provided an interpretation of the results.

9. My teachers and counselors in vocational education have been very interested in helping me.

10. Since starting vocational courses, I am more aware of the importance of education to my future.

11. My learning work skills has helped me feel better about myself.

12. I am looking forward to getting a job where I can use what I am learning in school.

	Yes		NO			
	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases
1.	607	97.4	14	2.2	621	2
2.	596	95.7	23	3.7	619	4
3.	595	95.5	23	3.7	618	5
4.	430	69.0	190	30.5	620	3
5.	520	83.5	102	16.4	622	1
6.	443	71.1	174	27.9	617	6
7.	361	57.9	215	34.5	576	47
8.	489	78.5	129	20.7	618	5
9.	610	97.9	10	1.6	620	3
10.	603	96.8	18	2.9	621	3
11.	601	96.5	21	3.4	622	1
12.	588	94.4	33	5.3	621	2

13. The placement director has helped me know what to expect during a job interview; appropriate dress and grooming for a job interview; and how to fill out a job application form and resume for job application.

14. My parents have received information about my vocational studies and we talk about it at home.

15. I have been given information by the counselor or teacher about opportunities available through enlistment in the military service after leaving school.

16. I have obtained services from vocational guidance personnel in my course selection.

17. In my school, the vocational counselor is the person who gives me career counseling, if a vocational counselor is available.

18. My parents were involved in my decision to enroll in vocational classes before I was assigned to class.

19. My experience in vocational education and guidance from the staff have helped to better prepare me for the world of work.

20. I have seen a vocational counselor or placement coordinator _____ times during the first semester of this year (Aug.-Dec.).

	Yes		NO			
	Frequency	Percent	Frequency	Percent	Valid Cases	Missing Cases
13.	462	74.2	123	19.7	585	38
14.	425	68.2	196	31.5	621	2
15.	275	44.1	345	55.4	620	3
16.	481	77.2	135	21.7	616	7
17.	542	87.0	75	12.0	617	6
18.	408	65.5	211	33.9	619	4
19.	605	97.1	14	2.2	619	4

CONCLUSIONS AND RECOMMENDATIONS

Passage of the Carl B. Perkins Act in 1984 heralds a new era in vocational education. Congress has supplied incentive and, more important, provided means for modernization and upgrading vocational instruction and guidance services. This legislation deals with the critical issue of developing high-quality instructional programs during a period of rapidly changing technology and shrinking financial resources. It places increased emphasis on the issues of equal access, program improvement, new technologies, and the entire issue of training, retraining, and upgrading the workforce.

Data obtained from research studies such as Assessment of Vocational Guidance and Counseling Programs and requirements of the new federal legislation can provide impetus to vocational education leaders to take immediate action not only to comply with the law but to deal efficiently with areas perceived to be in need of change.

The issues cited in the previous summary of significant results of the survey and results of various other studies pertinent to the field of vocational education and vocational guidance can be used by the state board and boards for higher education in addition to other committees and groups determining policies and practices. Effective change can be accomplished only if areas and issues of deficiency are addressed.

From insight gained during the course of this study, the following recommendations are offered:

1. Utilization should be made of staff development and in-service training days to present information dealing with the current legislation and issues perceived to be deficiencies.

2. A massive public relations campaign for informing educators and the general public about contemporary vocational education and guidance services should be compiled by knowledgeable leaders in the field.

3. Research needs to continue for the purpose of ascertaining specific needs of the vocational education and guidance system, and to determine the most efficient and effective methods of strengthening the ties with business and industry.

4. Evaluation should be endorsed as an ongoing process to determine the effectiveness of present programs changes implemented by new legislation, and of personnel responsible for vocational education and guidance services.

Only by continual pursuit of more effective programs will vocational education be able to fulfill its responsibility to the public and to effectively comply with the law. It is perhaps unrealistic to expect to achieve excellence in the field, but every individual involved in vocational work should be committed to the pursuit of excellence.

APPENDIX

Project Advisory Committee

Minutes of Final Meeting - Project Advisory Committee

Project Advisory Committee Meeting

May 10, 1985

The final meeting of the Project Advisory Committee was held in Austin, Texas, on May 10, 1985. Committee members in attendance included:

Mr. Nolan Alders
Mr. Jerry Bristow
Ms. Judy Bly
Ms. Julie Bergstrom
Dr. Larry Kolb
Dr. Martha Mead
Mr. Azil Tipps
Dr. Marilyn McHam
Dr. Pat McLeod
Mr. Arnulfo Balboa

The meeting was called to order at 8:30 a.m. by Marilyn McHam. The guide had been mailed to committee members one week prior to the meeting. Members made suggestions for revisions and deletions in the guide on a page by page basis. The most significant revision suggested by the committee was to prepare a summary of survey results to be included in the body of the guide and to not include the lengthy tabulation results of the survey. After discussion of other points and corrections in some charts included in the guide, the committee agreed that the material was acceptable for publication. The meeting was adjourned at 3:45 p.m.